DOCUMENT RESUME

ED 133 383 UD 016 624

TITLE Some Hints to Work With Vietnamese Students.
INSTITUTION Arizona State Dept. of Education, Phoenix.
PUB DATE [76]
NOTE 24p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Acculturation; Asian Americans; Bibliographies; *Cultural Background; Cultural Education; Cultural Traits; *Educational Needs; Educational Resources; Immigrants; *Indochinese; Language Handicaps; *Refugees; *Resource Guides; Student Adjustment; Student Characteristics

ABSTRACT

This aid for teachers of Vietnamese children is an attempt to identify the educational needs and describe the background of Vietnamese students. Many of the educational needs of these students are a result of the differences between U.S. culture and Vietnamese culture which is more than a thousand years old. Because of the large number of student needs, this brief aid addresses only a few general areas of need such as language learning, grade placement, social relationships, and school background. Statements about Vietnamese culture are included to help the teacher select an appropriate approach for Vietnamese students who are refugees from a traditional society which underwent evolutionary change due to contact with the West. The degree of the students' cultural differences is dependent upon their background, for example, whether they had been living in the city or in the countryside, whether they had been intellectuals or illiterates. In working with the students, the teacher is encouraged to adopt the appropriate approach for each case. A bibliography is provided to indicate sources of further information. Also included is a list of some institutional sources for further information. (Author/JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED133383

SOME HINTS TO WORK WITH VIETNAMESE STUDENTS

The following is an attempt to identify the educational needs and make an account of the background of Vietnamese students in order to facilitate the work of the teachers and the best adjustment of the children.

The culture of a people who have a millenary-old civilization could not be summarized factually in a few pages. Consequently the list of educational needs is only suggestive. Secondly, the statements about Vietnamese culture apply to the majority of cases, that is, the traditional society which has actually evolved since the contact with the West. The degree of evolution depends on the background of the refugees, whether they were living in the city or in the countryside, whether they are intellectuals or illiterate.

In working with the students, the teacher is the best judge to adopt the appropriate attitude and approach for each individual case. A bibliography is provided for the purpose of further information.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD 016624

I. EDUCATIONAL NEEDS

Language Learning and Adjustment

The medium of instruction in Vietnam is Vietnamese from Kindergarten through higher education. Foreign languages are taught at grade 6. But almost all Vietnamese children need to learn English and adjust their pronunciation in order to follow classes in regular American schools. Difficulty in learning the English language comes from the following:

- Vietnamese sentence structure and grammar are very simple.
- Difficulty in the pronunciation of: th, b, and p, g and j, sp, st, v and w, etc.
- Children not always ready for oral response because of shyness and also because of the traditional method of teaching foreign languages in the country.
- Children not familiar with sophisticated instructional aids.

Recreation/Reconstruction of Documents

Most children have documents in Vietnamese. Many did not have time to pick up their documents, or lost them during the evacuation.

In the first case the State Department of Education will help the schools to translate or reconstruct the documents.

The second case, in which the child does not have a document to testify to his educational background, is the most difficult instance

Proposals have been submitted by various institutions and organizations to the US Department of HEW to deal with the recreation/reconstruction of documents in the light of the Cuban problem. So far, there is no positive reaction from HEW. In case of urgent need, the State may set up a binational panel to make the evaluation of education background and to issue certificates to children who do not have any documents. Another alternative is to place the child on a probational basis.

Educational Placement

In Vietnam "basic" education is compulsory. No one has bothered himself to define what "basic" really means.

Kindergarten is mostly taken care of by private schools.

At age 6, the child is enrolled in the First Grade. The educational system is 5-4-3: 5 years elementary, 4 years first cycle secondary (junior high school), 3 years second cycle secondary (high school).

Because of recent reforms in education in Vietnam, there should be some precaution in placing the children in American schools according to the numbering of grades.

	Elementary						Secondary							
French	12	11	10	9	8	7	6	5	4	3	2	1	T	Baccalaureat
US	K	1	2	3	4	5	6	7	8	9	10	11	12	High School Diploma
														(T = Terminal)
Old Viet		5	4	3	2	1	7	6	5	4	3	2	1	Baccalaureat
US		1	2	3	4	5	6	7	8	9	10	11	12	High School Diploma
New Viet		1	2	3	4	5	6	7	8	9	10	11	12	Baccalaureat

The new Vietnamese grade numbering system was suggested by UNESCO and is exactly the same as the American system.

To enter public secondary schools (grade 6) the children have to pass a very competitive entrance exam. In Saigon sometimes the exam fails 85% of the candidates. Those who fail may repeat the 5th grade or may attend 6th grade in private schools.

Socio-Cultural Adjustment

Social Relationships

Naming System.
Order of components of a full name is just the opposite of the American name.

	Last	M.	First	
Viet	Kguyen	Van	Thieu	Called Mr. Thieu
US	Gerald	R.	Ford	Called Mr. Ford
	First	M.	Last	

It is suggested to ask for the family and the given names which are more familiar to the Vietnamese, rather than "last" and "first." Married Vietnamese women keep their maiden names in wedding certificates and other official/legal papers. For social relations, they are called by their husband's names.

Children may bear their mother's name in 2 cases: (1) there is no wedding certificate and the father refuses to recognize the child; (2) Montagnards (Highlanders) children take their mother's names because they have a matriarchal system.

Greetings.

The Vietnamese do not have a sophisticated way of greeting according to the periods of the day. People do not say "Good Morning," "Good Afternoon," "Good Evening," "Good Night." Some people learn the occidental way of greeting and shake hands and even shake hands too often, like the French, whenever you meet people again in the same day. The traditional manner of greeting is to join one's hands and bow slightly or deeply the head, and to welcome to the house or ask about the other party's health or work.

Greeting cards are usually handwritten. New Year greeting cards are printed because of the volume.

Hierarchical Addressing of People.

The Vietnamese do not remember easily the names of other people, perhaps because it is not polite to call people by their names. Instead, people are called by their title, their position. In the family they are called by their rank: for example, Uncle number 4, Brother number 3. You would call your mother's younger brother Uncle number ___, even though he is many years younger than you.

Relationship Between

Parent and child: children have to obey, should not argue.

Husband and wife: "The husband orders, the wife should obey" is no longer true.

Teacher and student: students begin to dissent.

Boys and girls: much relaxation of the observance: "no bodily contact between boys and girls."

Same sex: A boy holding the hand of another boy in a public place has no meaning other than friendship.

Role of Women.

Women are no longer at home. About 2/3 of teachers and pharmacists are women. Women can be senators, policepersons, parachutists, champions in shooting, judges, attorneys, mayors, public works engineers, physicians, etc.

Teacher's Status.

Traditional social order: King, teacher, father.

Today's Teacher's College motto: "Honest teachers make the country prosper."

Birthdays.

Traditionally, the Vietnamese do not celebrate individual birthdays. Birthdays, or textually "age greeting," is celebrated for everyone on New Year's day (Lunar calendar).

But, the anniversary of the death is typical in the traditional family where the accurate birth date does not have any importance, but the date of death is well recorded for the purpose of ancestor worship.

Beliefs

Major Religions: Buddhism, Christianity, Islamism.

The main beliefs which prevail in daily activities are a mixture of what was called "The Three Religions," a blend of religion and philosophy and ethics: Buddhism, Confucianism, and Taoism.

The worship of ancestors is a practice which sometimes has precedence in religion. In a wealthy family, a piece of property, real estate, is called "fire and incense land" and is set aside to yield income necessary for ancestor worship. The law forbids selling that land. Instead, it should be transmitted down through the generations in order to ensure the worship of ancestors.

Other Beliefs: Animism, recent politico-religious groups.

Superstitions: Uncertainty caused by a long war make people more and more superstitious, expecting supernatural powers coming to help heal suffering.

Food and Eating.

What?

Rice (long grain)
Nuoc mam (fish sauce)
More pork than beef
Fish
Vegetables, usually mixed with meat
Gluent rice (sweet rice) is very popular
Not familiar with fresh milk. Condensed, sweetened milk is used in Vietnam.

A traditional meal in the countryside consists of 3 dishes: fried dish, salted dish and soup.

How?

Chopsticks. Chopstick culture (China, Korea, Japan and Vietnam)
Rice eaten out of a small bowl
All dishes served at the same time

When?

Usually 3 meals a day

In countryside, sometimes a brunch and an early dinner.

Invitation.

If you invite someone to lunch or dinner at a restaurant, it is understood that you are the host.

Where to shop for Oriental ingredients for Vietnamese cooking:

Phoenix Produce Company
202 South 3rd Street (at Madison)
Phoenix, Arizona
Telephone (602) 252-4881

Roland's Market
1505 East Van Buren Street
Phoenix, Arizona 85006
Telephone (602) 253-7616

Customs and Traditions

Wedding.
Arranged marriage

Divorce is not popular

Birth.
Many superstitions attached to the date of birth.

Many rituals until the baby is 12 months old.

A first male child is always more welcomed than a girl.

Death.
Date and time of burial are very important. They must be chosen carefully by an astrologer because it is believed that they influence the life of the living.

Visiting People.
Visits are not usually announced nor requested. People just come to friends' house for a visit without any notice, even if there is a telephone.

If you arrive in the middle of a meal, you are the guests for the meal. It would offend if you reject the offer.

No Time Concern.
In the city, time is more important than in the countryside, where time is often referred to as the duration of a smoked cigarette, the lasting of a mouthful of betal nut, the passing of a bus, the position of the sun in the sky, etc.

Holidays

Civic and Religious Holidays

Main Holidays.
- Solar Calendar New Year
- Lunar Calendar New Year
- Memorial Day (3rd month of lunar calendar)
- Noon Celebration Day (5th day, 5th month, lunar calender)
- All Souls Day (15th day, 7th month, lunar calendar)
- Mid-Autumn Day or Children's Day (15th day, 8th month, lunar calendar)
- Founding Fathers Day (10th day, 3rd month, lunar calendar)
- National Day
- Various National Heroes Days
- Religious holidays according to each faith

Sports, Entertainment and Pastimes

Favorite Sports: Soccer, ping pong, volleyball, basketball. There was a movement to restore traditional sports and games.

Performing Arts
- Hat Boi (traditional opera)
- Cai luong (renovated opera)
- Cai luong ho quang (renovated opera with Chinese music)
- Drama, comedy

Dance
- Chams
- Montagnards
- Ritual dance

Traditional Music and Songs: Usually sad; langor attributed to the domination of the country by foreign powers.

Modern Music and Songs

Chess (Chinese)

Cards

Transportation

Inter-City

In the city

Public transportation: Buses, Lambrettas (3-wheel vehicles), railways, boats, airplanes

Honda economy (1 million Honda motorcycles for a population of less than 19 million)

Transportation in rural area: mechanization

Transportation on rivers: "Shrimp tail sampan." The motor of a water pump could be used to generate electricity, or push a sampan. The long helix looks like a shrimp tail.

Communication

P.T.T. (Post, telegraph, telephone)
In Saigon
In provinces

T.V.: Saigon and provincial stations

Radio: Saigon and provincial stations

Newspapers: At peak, there were about 30 dailies in Saigon.

II. BACKGROUND OF STUDENTS

Racial Composition

Mainstream Vietnamese

Minorities.
- Montagnards from the Central Highlands
- Chams from the Center and the Delta
- Cambodians from the Delta and the border
- Chinese mainly from Saigon Chinatown

Language Background

Spoken Languages.
- Mainstream Vietnamese with Northerner, Central, Southerner (Saigon) accents.
- About 40 Montagnards dialects
- Cham
- Cambodian
- Chinese

Foreign Languages.
- French
- English

Writing.

Vietnamese Romanized writing (with accents borrowed from French, Spanish and Portuguese). A phonetic transcript, with a number of rules for spelling, make it easy to learn for the native speakers. An adult illiterate could read and write after three months of intensive learning.

Nho characters: Sino-Vietnamese characters. Chinese characters pronounced in a learned, scholarly Vietnamese language used in literature and administration under the Emperors.

Nôm characters: Demotic script made up of Chinese characters with roots adapted to the vernacular Vietnamese language. Chinese people understand the Nho characters, but can not understand the Nôm characters.

Romanized writings developed for the Montagnards by the Summer Institute of Linguistics (affiliated with the University of North Dakota).

Curriculum

Same national curriculum and syllabuses for all schools, public and private.

Same curriculum for urban and rural schools.

Mostly college preparation.

Four main tracks at secondary level:
- Mathematics
- Experimental Sciences
- Modern Letters
- Classical Letters.

Most students take Math and Sciences.

The system is 5-4-3 (Elementary, First Cycle Secondary, Second Cycle Secondary).

Kindergarten usually in private schools.

The national exam at the end of the 12th grade gives the Baccalaureat II.

Some technical/vocational schools prepare for the Technical Baccalaureat.

Some agricultural schools prepare for the Baccalaureat in Agriculture, Forestry and Animal Husbandry.

Some comprehensive schools prepare for the Baccalaureat of Comprehensive Education.

All public elementary schools have been converted into community elementary schools with a more practical curriculum, including practical experience such as: rat eradication, mosquito eradication, irrigation, etc.

In secondary, the majority of students take the General Education curriculum leading to college. Even students in technical/vocational schools, beside the Technical Baccalaureat, also prepare for the General Education Baccalaureat.

Salable skills are not regarded as important.

Extra-curricular activities are minimized.

Not much sports, athletics.

Teaching/Learning Methodology

Handwriting.
Every elementary student has an inkpot, and learns to write with a metallic pen. No pencil or ball-point pen allowed.

Notebook and homework book for each subject.

Elementary students also keep daily assignment book.

Textbooks transferred from older to younger ones in the family.

Students copy what teacher writes on blackboard.

Bookish learning.
Lecture
Listening, taking notes
Memorizing
Reciting
Not much discussion

Only cognitive learning.

No place for affective domain to develop.

Heavy homework even in 1st grade.

Not many instructional materials.

Inadequate laboratories.

Quizzes, trimester or semester control exams.

Preparation for exam rather than individual development.

Very selective.

Meritocracy.

Elitism.

Literary vs. pragmatism.

Generalist vs. specialist.

Examinations

In some selective elementary schools, children have to pass a competitive entrance exam (for 1st grade).

After 5th grade, to enter a secondary public school, students have to pass a competitive entrance exam.

Formerly, by the end of the 9th grade there was an exam for the Diploma of First Cycle Secondary Education. It has been abolished.

Abolished also, recently, the Baccalaureat Part I, given by the end of the 11th grade. This leaves the Baccalaureat Part II at the end of the 12th grade.

Essay type exam. Objective test is novel.

Discipline

Respect for elders.

Motto of traditional schools: "Morals first, letters later."

Shyness of Vietnamese children.

Introspection rather than verbal expression.

More punishment than reward at school (suffer to learn).

Foreign Schools in Vietnam

French Schools.
A selected number of Vietnamese children attend French schools besides children of the diplomatic corps. Vietnamese language is considered a second language.

Chinese Schools.
Officially, they have to follow the national Vietnamese curriculum. Practically, they teach more Chinese than Vietnamese. Result: many Chinese Vietnamese are not fluent in Vietnamese.

American Schools.
Rare are Vietnamese children who can afford to attend schools reserved for American dependents.

The so-called "International Schools" which claim to teach American curriculum operate illegally; are rather profit makers.

Bilingual Education in Vietnam

Education for Montagnards.

Under the First Republic (before 1964), Vietnamese language was medium of instruction beginning with 1st grade.

After 1964, bilingual education implemented in the Highlands for Montagnards. Vietnamese language introduced gradually in upper classes.

Lower requirements and special training for Montagnard teachers.

III. BIBLIOGRAPHY

I. ESL (English as a Second Language):

A. From the VIETNAMESE REFUGEE CLEARINGHOUSE of the CENTER FOR APPLIED LINGUISTICS, 1611 North Kent Street, Arlington, VA 22209, Telephone: (800) 336-3040 and 336-3041.

- ENGLISH-VIETNAMESE PHRASEBOOK WITH USEFUL WORD LIST (for Vietnamese speakers).
  A survival phrasebook and mini-dictionary for Vietnamese. The 3,000 item glossary is bilingual from Vietnamese to English and English to Vietnamese.

- VIETNAMESE-ENGLISH PHRASEBOOK AND USEFUL WORD LIST (for English speakers).
  Intended as a simplified guide and mini-dictionary to basic, useful Vietnamese phrases and words which an American teacher can use immediately with non-or limited-English speaking Vietnamese. Simplified phonetic transcriptions are provided, also a brief section on Vietnamese pronunciation (including tones and grammar). The 3,000 item glossary is bilingual from Vietnamese to English and English to Vietnamese.

- A SELECTED ANNOTATED BIBLIOGRAPHY FOR TEACHING ENGLISH TO SPEAKERS OF VIETNAMESE
  This bibliography will provide school districts with information on published commercial materials as well as ERIC documents suitable for the instruction of Vietnamese at all levels from preschool through college and adult education. Included are English teaching materials and references on Vietnamese language and culture, as well as a section on professional works on teaching methods.

- PERSONNEL RESOURCES FOR THE EDUCATION OF VIETNAMESE
  Information on available Vietnamese and American educators who have by background, experience, or training, special expertise in teaching content subjects in Vietnamese or English as a second language. Also lists experts available to offer technical assistance to school districts on short-term consultant basis.

- A COLLOQUIUM ON THE VIETNAMESE LANGUAGE WITH SOME REFERENCES TO CONTRASTIVE FEATURES BETWEEN VIETNAMESE AND ENGLISH BY DUONG THANH BINH AND NGUYEN HY QUANG
Cassettes of approximately one and one-half hours in length.

- BILINGUAL VIETNAMESE-ENGLISH DICTIONARY
Published by Vietnamese-American Company. Address orders to Kim-Ly Molling, 26348 Ventura Avenue, Hayward, Ca. 94544.

B. From other sources:

- Hoa, Nguyen-Dinh. VIETNAMESE-ENGLISH DICTIONARY. Rutland, Vt., C. E. Tuttle Co., 1967, 568 p.

- _____. VIETNAMESE-ENGLISH DICTIONARY. Rev. and enl. ed. Carbondale, Southern Illinois University Press, 1961. 675 p.

- Duong Thanh Binh. A PRAGMATIC COMPARISON OF THE STRUCTURE OF ENGLISH AND VIETNAMESE SENTENCES. The Hague, Mouton, 1961. 232 p.

- Nguyen dang Liem. VIETNAMESE PRONUNCIATION. Honolulu, University of Hawaii Press, 1970. 269 p.

- U.S. Foreign Service Institute.
  (a) VIETNAMESE; BASIC COURSE by Eleanor H. Jordan, Charles R. Sheehan and Nguyen Hy Quang and Associates. Washington, Supt. of Documents, U.S. Govt. Printing Off.), 1967.

  (b) VIETNAMESE; FAMILIZATION COURSE by Nguyen Hy Quang, Eleanor H. Jordan and Associates, 1969.

- Gage, William Whitney. ENGLISH FOR SPEAKERS OF VIETNAMESE. Washington, D.C. American Council of Learned Societies, 1955. (Available from Spoken Language Services, Inc., P. O. Box 783, Ithaca, New York 14850.)

- Nguyen Dinh-Hoa. COLLOQUIAL VIETNAMESE. Rev. ed. Carbondale. Southern Illinois University Press.
  $ 6.95 paper ISBN 0-8093-0686-7
  $10.00 cloth ISBN 0-8093-0685-9

- _____. VIETNAMESE-ENGLISH STUDENT DICTIONARY. Rev. and enl. ed. Carbondale. Southern Illinois University Press.
  $15.00 ISBN 0-8093-0476-7

- To be published by Charles E. Tuttle, Rutland, Vt., soon:

  1. ENGLISH PHRASE BOOK FOR VIETNAMESE SPEAKERS.

  2. BEGINNING ENGLISH FOR VIETNAMESE SPEAKERS. (Hoc Tieng Anh, Cap I)

  3. INTERMEDIATE ENGLISH FOR VIETNAMESE SPEAKERS. (Hoc Tieng Anh, Cap II)

  Also available from the same publisher:

  1. VIETNAMESE PHRASE BOOK FOR ENGLISH SPEAKERS.

  2. SPEAK VIETNAMESE - first year textbook.

  3. READ VIETNAMESE - second year textbook.

  4. EASY VIETNAMESE - pocket size phrasebook.

  5. VIETNAMESE-ENGLISH DICTIONARY.

II. CULTURE:

- AMERICAN-INDOCHINESE JOURNAL (VIET-MY TAP-CHI) A bilingual bi-weekly newsletter, edited and published by the National Vietnamese Refugee and Information Center in Washington, D.C. - has the purpose of promoting understanding between Americans and Indochinese in America. Subscriptions are available upon request by writing to American-Indochinese Assistance Center, P. O. Box 2839, Washington, D. C. 20013.

- A HANDBOOK FOR TEACHERS OF VIETNAMESE STUDENTS: HINTS FOR DEALING WITH CULTURAL DIFFERENCES IN SCHOOLS
For American teachers who wish to understand the Vietnamese school environment and the differences between the Vietnamese and American educational systems. Cross-cultural comparisons are emphasized. The handbook suggestions will help reduce possible culture shock for Vietnamese students entering an American environment.

- Bui Xuong. "Study Abroad," in STUDENT PROBLEMS IN THAILAND AND VIETNAM. Honolulu: East-West Center, Translation Series No. 12, 1966.

- Hammer, Ellen. VIETNAM YESTERDAY AND TODAY. New York: Holt, Rinehart and Winston, Inc., 1966.

- Iredell, F. Raymond. VIETNAM: THE COUNTRY AND THE PEOPLE. New York: The American Press, 1966.

- Lam Toai. "General Concept of Modern Education," in EDUCATION IN VIETNAM AND THAILAND. Honolulu: East-West Center, Translation Series No. 9, 1965.

- Hoang Gia Linh. "The Critical Stage of Education in Vietnam," THE NATIONAL ELEMENTARY PRINCIPAL, XLIV. No. 4 (February 1965).

- Naisbitt, John. "Education in Vietnam, America's Dien Bien Phu?" SATURDAY REVIEW, July 15, 1967.

- Pomonti, Jean Claude. "South Vietnam, A Topsy-Turvy Society," LE MONDE (March 6-12). Translated by Maxwell Harway.

- FORGING A NEW SYSTEM OF EDUCATION IN VIETNAM, Washington, D.C.: AID Vietnam Feature Services (Pubs - 016).

- PRIMARY EDUCATION IN VIETNAM . . . SCHOOLS FOR THE WHOLE COMMUNITY, Washington, D.C.: AID, Vietnam Feature Services (TCB-048).

- Nguyen Khac Kham. AN INTRODUCTION TO VIETNAMESE CULTURE. Tokyo, Center for East Asian Culture Studies, 1967.

- Crawford, Ann Cadwell. CUSTOMS AND CULTURE OF VIETNAM. Rutland, Vt.: Charles E. Tuttle Company, Inc., 1966.

- Ray, Sibnarayan. VIETNAM SEEN FROM EAST AND WEST: AN INTERNATIONAL SYMPOSIUM. New York: Frederick A. Praeger, 1966.

- Donnell, John C. "Personalism in Vietnam," PROBLEMS OF FREEDOM: SOUTH VIETNAM SINCE INDEPENDENCE. Edited by Wesley R. Fishel. New York: Free Press of Glencoe, 1961.

- Pike, Edgar N. "Problems of Education in Vietnam," PROBLEMS OF FREEDOM: SOUTH VIETNAM SINCE INDEPENDENCE. Edited by Wesley & Fishel. New York: The Free Press of Glencoe, 1961.

- Thien, Ton That. "A Vietnamese Looks at His Country," VIETNAM THE FIRST FIVE YEARS: AN INTERNATIONAL SYMPOSIUM. Edited by Richard D. Lindholm. East Lansing: Michigan State University Press, 1959.

- US Mission in Vietnam, JUSPAO Planning Office. A NOTE ON THE VIETNAMESE SECTS, May 1966.

- United States, Department of the Navy, Bureau of Naval Personnel, Chaplains Division, Chaplain Corps Planning Group. THE RELIGIONS OF SOUTH VIETNAM IN FAITH AND FACT. No. Navpers 15991, 1967. Washington, D.C.: Department of Navy, 1967.

- Chen, Hohn Hsueh-ming. VIETNAM: A COMPREHENSIVE BIBLIOGRAPHY. Metuchan, N.J., Scarecrow Press, 1973.

- Newman, Bernard. BACKGROUND TO VIETNAM. New York, Roy Publishers, 1966. 192 p.

- Greene, Felix. VIETNAM! VIETNAM! In Photographs and Text. Palo Alto, Ca., Fulton Publishing Co., 1966.

- Cooke, David Coxe. VIETNAM: THE COUNTRY, THE PEOPLE. (Juvenile literature) New, W. W. Norton, 1968.

- National Geographic Society. Map of Vietnam, Cambodia, Laos and Eastern Thailand. National Geographic Society, Cartographic Division, Washington, D. C., 1965.

- Hoskins, Marilyn W. LIFE IN A VIETNAMESE URBAN QUARTER. Carbondale, Illinois, Office of Research and Projects, Graduate School, Southern Illinois University, 1965.

- Nguyen Ngoc Bich. A THOUSAND YEARS OF VIETNAMESE POETRY. New York: A. A. Knoff, 1975.

- Raffel, Burton, comp. FROM THE VIETNAMESE; TEN CENTURIES OF POETRY. New York, October House, 1968.

- Graham, Gail B. THE BEGGAR IN THE BLANKET AND OTHER VIETNAMESE TALES. New York, Dial Press, 1970.

- Smithsonian Institution. National Collection of Fine Arts. ART AND ARCHEOLOGY OF VIETNAM; ASIAN CROSSROAD OF CULTURES. A traveling exhibition circulated by the National Collection of Fine Arts. Washington, Smithsonian Institution, 1961. 63 p. plates, maps.

IV. SOME USEFUL REFERENCES

CENTER FOR APPLIED LINGUISTICS
1611 North Kent Street
Arlington, Va. 22209
Director: Allene Grognet
Telephone: (800)336-3040, (703)528-4312

ERIC Clearinghouse of Languages and Linguistics
Same Address.
Ask for ERIC materials relating to Vietnamese and English compiled by Jennifer DeCamp.

EDUCATIONAL EQUITY GROUP
National Institute of Education
Washington, D.C. 20208
Vietnamese Project (U.S. Dept. of HEW)
Write and ask for: one set of the Vietnamese Resource Materials. Service will continue until the supply is exhausted, or December 31, 1975.

SUMMER INSTITUTE OF LINGUISTICS, INC.
Huntington Beach, Ca. 92648
Telephone: (714)536-9346
This Institute has developed Romanized writings for the Vietnamese Montagnards.

DEPARTMENT OF LINGUISTICS
Southern Illinois University at Carbondale
Carbondale, Illinois 62901
Publications on Languages and Culture of Vietnam.

U.S. COMMISSION ON CIVIL RIGHTS
Washington, D.C. 20425
Write and ask for Clearinghouse Publication 51:
"A Better Chance to Learn: Bilingual-Bicultural Education." May 1975. 254 p.

NEWPORT MESA UNIFIED SCHOOL DISTRICT
California
Ask for "Survival English," material and cassette tapes.

DEPARTMENT OF EDUCATION SAN DIEGO COUNTY
6401 Linda Vista Road
San Diego, Ca. 92111
Ask for materials of Project "Prep Survival English," Pendleton Refugee Education Program.

THE LOST ANGELES COUNTY COMMISSION ON HUMAN RELATIONS
320 West Temple Street, Room 1184
Los Angeles, Ca. 90012
Ask for booklet "Expressions Shared by Vietnamese in America." Call Carole Chan (213)974-7608.

AMERICAN-INDOCHINESE JOURNAL
P. O. Box 19553
Washington, D. C. 20037
Bilingual (American and Vietnamese) newsletter to promote understanding between Americans and Indochinese in America.

ENGLISH LANGUAGE SERVICES
14350 Northwest Science Part Drive
Portland, Or. 97229
Write and ask for catalogs of hundreds of books designed to assist ESL students.

CHURCH WORLD SERVICE
Immigration and Refugee Program
475 Riverside Drive
New York, N.Y. 10027
Write and ask for pamphlet: "Understanding the Refugees from Vietnam."

DR. KENT SUTHERLAND
Canada College
Redwood City, Ca. 94061
Telephone: (415)364-1212, ext. 285
Coordinator of National TESL Task Force. Gives technical assistance to work with the English language problems of Indochinese refugees.